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Lesson # 3

Overview of the Class:

Interactions in Distance Learning.

Ask any teachers or students in school today what they think of distance learning. Typically, the answer will be: "Well, I guess it's OK, but I don't think it would work for my class. I need to talk with my students and see them, and they need to see me too!" Or: "There really isn't much in the way of interaction in an online class, is there?" Most likely, these teachers (or students) probably have not had much "interaction" themselves with a real distance learning class. Or, they simply don't know what the term distance learning or online instruction refer to. "Perhaps no subject in distance education has prompted more passionate debate among practitioners in the field than that of interact. It has been used to legitimize classroom instruction and de-legitimize distance education more than any other concept, and remains one of the most divisive issues between traditional and distance educators."

Goals for lesson:

1. Students will describe a typical distance learning student
2. Students will be able to distinguish between distance education and more traditional classes:
 - A. In terms of content
 - B. Delivery--Pedagogy
 - C. Instructional Design
 - D. Evaluation
3. Students will be able to describe various forms of "interaction" in the distance learning classroom
4. Students will be able to describe how "higher order thinking skills" (see Bloom's Taxonomy) relate to quality interaction in a distance learning classroom.

Thought for Class: Do you teach? Prove it!

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Activities for Lesson #3 (Check Detail syllabus for specifics)

Instructional Study Guide for Lesson 3

Powerpoint: New Interactions in Distance Learning. 29 slides

Video: Online Education: 60 Minutes Documentary, 15 minutes long

EDNET Map

Textbook Reading: Interactivity: From Agents to Outcomes, Ellen Wagner Pp 19-26

Analogy Lesson--"The Teddy Bear Classroom" p 142 in resource book.

10 minutes at local site.

Interaction Discussion....ELMO Slide 90% - 10%

Bloom's Taxonomy....KCAASE...ELMO Discussion--Chalk Talk Activity 5 minutes

Bloom's Taxonomy--Critical Thinking--ELMO Slide

Bloom's Taxonomy--Short Paper 2006

Bloom's Taxonomy....Task Oriented Question Construction based on Bloom's Taxonomy 1 page

PDF Handout for Class: Engaging Students at Field Sites, Tom Cyr.30 pages. Excellent material!

PDF Reading: No Significant Difference and Distance Education...Rick Shearer, Penn State College

PDF Reading: Interactivity Research Report Farr .pdf, 18 pages

PDF Reading: Interactivity as a Predictor of Student Success in a Satellite Learning Program, Van Haalen and Miller. See: http://www.ed.psu.edu/acsde/deos/deosnews/deosnews4_6.asp

Each site to take 5 minutes to present an example of "Engaging Students at Field Sites."

Distance Learning Issue Paper/Presentation Paper or Presentation 10 Points

If Time" A Scenario 4 U. Just Teach the Way you Have Always Taught

PDF Reading: Notes and Summary for On-Air Presentations---4 pages Bloom's Taxonomy in Distance Learning.

PDF Reading: Constructivism in the Classroom--Bernie Dodge--ELMO Slide

PDF Reading: Online Learning Activities: Beginning an International Collaboration. South China Normal University and USU's INST 6380 class, by Tom Nickel

Threaded Discussion "Topic of the Week" How can Distance Learning classes be expected to achieve "Higher Order Thinking" skills? See Bloom's Taxonomy.

PDF Resource: Interactivity FARR 2006 16 pp pdf.

Tech Paper Resource: Plycom and EDNET AC 2006 4 pp pdf




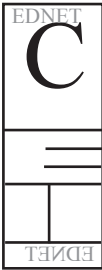
Ppt resource: The Seven Deadly Sins of Presentation

EDNET Newsletter Reading: 12/15/2004 The Promise, Reality and Maturity of E-Learning Standards. http://www.uen.org/News/article.cgi?category_id=6&article_id=1207

Quiz 1 on 1/30-2/5/2005 WebCt Interaction and Interactivity in Distance Learning

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<p style="text-align: center;">New Interactions in Distance Education</p> <p style="text-align: center;">Spring 2006</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Consider:</p> <p>When the idea of interaction is put under scrutiny, its relation to learning outcomes is not as clear as is commonly thought. In addition, the fact that the term requires a broader definition in distance education than in classroom instruction further confuses the issue. With this in mind, <u>comparison of interaction in the context of classroom instruction with the kinds that occur in distance education becomes difficult, if not irrelevant.</u> --Farhad Saba, Distance Education.com</p>
<p style="text-align: center;">The Learner Interaction Model</p> <p style="text-align: center;">How would you describe interaction in the classroom?</p> <p style="text-align: center;">Use your Card!</p>	<p><i>You should have been mailed a pink and yellow card that is used to display answers in an interactive distance learning class. If you don't have one, you can make something like this on a paper, folded lengthwise. If you have time, you can also go to our WebCt site and find the pdf of this one page document called :Answer Card.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><i>If you think you know the answer hold up your card by your face. George will be able to see you and your answer when your site is selected to be seen by the rest of the class.</i></p>
<p style="text-align: center;">Interaction is...</p> <ul style="list-style-type: none"> • A. The teacher talking to the students. • B. The students talking to each other. • C. A student working in his workbook. • D. A student giving a brief presen- 	<p><u><i>This is your first time doing this type of response...what do you think of it?</i></u></p> <p><u><i>Why couldn't George just say: "Who has the right answer out there?" or "Does anyone know what the answer is?"</i></u></p> <p><u><i>It would not work!</i></u></p>

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<p>The Learner Interaction Model Distance learning is unique in its accommodative marriage of instructional approach with a technological delivery system. It stands alone as an educational form.</p> <p>4</p>	<p>Much has been written about collaboration and interaction in online learning environments. In the realm of education, the construct of interaction is often discussed as though it were the Holy Grail of learning; in discussions ranging from the Socratic model to online collaboration, nobody readily questions the concepts. Why is this so? And moreover, how might people's opinions regarding distance education be shaped by traditional definitions of interaction?</p>
<p>The Learner Interaction Model How is the distance learning classroom different?</p> <p>Physical distance between students and instructor.</p> <p>5</p>	<p>In a paper presented by Linser and Ip (2002) [they] ask whether "...it is advisable to re-create the traditional social context of learning online" and argue that "...traditional learning contexts are based on assumptions regarding communications and social space, authorship and authority, that are too narrow with regard to, or are not reconcilable with, online environments." They further state that "...[the] social space of learning in traditional learning environments is largely based on face-to-face communication, supplemented and infused by the written medium ... [whereas] online learning environments are mostly written and iconographic, supplemented by face-to-face communication and/or virtual asynchronous interactions." <u>Accordingly attempting to design an online interactive communication experience similar to that of the classroom may be neither feasible nor desirable.</u></p>
<p>The Learner Interaction Model How is the distance learning classroom different?</p> <p>Other ideas? Comments?</p> <p>6</p>	<p>Linser, R., and A. Ip. October 2002. <i>Beyond the current e-</i></p>

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<p>4 major forms of interaction in the distance learning classroom.</p> <p><i>LEARNER-TECHNOLOGY</i></p> <p><i>LEARNER-CONTENT</i></p> <p><i>LEARNER-INSTRUCTOR</i></p> <p><i>LEARNER-LEARNER</i></p>	<p>When most educators discuss interaction, they are referring to meaningful educational exchanges in the form of verbal dialogue. But, are we willing to admit that learning can occur with this form of interaction? Are we willing to state that no learning occurred in the earlier forms of distance education that depended on print, or on one-way radio or television? It must be acknowledged that, at the very least, numerous types of exchange have been effectively field-tested in the educational arena. <u>How will an appreciation of these various forms of interaction dictate our class design and teaching style?</u></p>
<p>The Learner Interaction Model</p> <p><i>LEARNER-TECHNOLOGY</i></p>	<p>When we move beyond a clinical observation of how people interact, the question of why they interact in a particular way emerges.</p> <p>Give some thought as to what constitutes face-to-face interaction. Here are a few ideas, you add to them:</p> <p><u>Traditional Face-to-Face interaction is characterized by:</u></p> <ol style="list-style-type: none"> 1. Exchange of meaning from one person's mind to another. 2. The interfaces of voice quality, syntax, vocabulary, auditory processing, and body language (eye contact) 3. What I heard you say isn't what I thought you meant! 4. _____ 5. _____ 6. _____ _____ _____ _____ _____
<p>The Learner Interaction Model</p> <p>Distance learning requires students' focused attention for long periods. This can be done by...</p>	



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<p style="text-align: center;">The Learner Interaction Model</p> <p>Site facilitators ensuring the students capacity for attention. Providing a congenial but disciplined classroom. Making sure that there is reliable access to the teacher and content.</p> <p>10</p>	<p>In a study by Saba and Shearer (1994) that examined the idea of transactional distance posited by Moore (1983-- also shown in the Powerpoint being displayed!) the authors proposed a typology of interactions that could be observed [in] a videoconference. Their typology built on the earlier works of Flanders (1964) who proposed constructs of teacher-talk and student-talk. Saba and Shearer expanded upon Flanders work and categorized verbal speech acts by an instructor as being either direct or indirect. Indirect speech acts were those by which an instructor encouraged a student to expand upon ideas presented by the instructor (direct). Further they defined student behaviors as either active or passive. <u>The authors also operationalized the idea of communication maintenance, which is similar to classroom management and accounts for speech acts related to assignments, issues of technology functions, breaks, site management, and the like.</u></p>
<p style="text-align: center;">The Learner Interaction Model</p> <p>What images occupy the screen to capture attention and engage the viewer's mental processes become critical to learning and must be deliberately planned and designed.</p> <p>11</p>	<p>Fulford and Sakagachi (2001), in a study that focused on "...teacher verbal behaviors that foster interaction in a two-way interactive television classroom," propose a broader taxonomy that looks at student-teacher strategies, student-student strategies, student-content strategies, motivation strategies, immediacy/personalization strategies, and delayed interaction strategies. <u>(Notice that this taxonomy is similar to Moore's as well as the that proposed by Saba and Shearer, except that the first three are considered "meaningful dialogue" while the others fall into the</u></p>
<p style="text-align: center;">Content Presentation Possibilities</p> <p>Using a variety of visual media: Videotapes, CD-Rom, slides, animations, graphic stills, photographs, textbook under Elmo document camera. Dramatic effects through videotape</p> <p>12</p>	<p></p>

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<p>LEARNER-CONTENT Content of the curriculum State Core Curriculum Concurrent Enrollment Course materials, syllabus, testing Resources for students</p>	<p>Saba, F., and R.L. Shearer. 1994. Verifying key theoretical concepts in a dynamic model of distance education. <i>American Journal of Distance Education</i> 8(1): 6-59.</p> <p>Moore, M.G. 1983. On a theory of independent study. In <i>Distance Education: International perspectives</i>, edited by D. Stewart, D. Keegan, and B. Holmberg. Longdon: Croon Helm.</p> <p>Fulford, C. P., and G. Sakaguch. 2001. Developing a taxonomy of interaction strategies for two-way interactive distance education television. <i>International Journal of Instructional Media</i> 28(4): 375-396</p> <p>Excerpts from our reading: (Teaching and Learning at a Distance. Thomas E. Cyrs. Pp 19-26) <i>The use of interactive technologies in a distance learning enterprise also contributes to perceptions of distance learning quality. For example, <u>distance learning experience that use interactive compressed video may be perceived as being "better" than a distance learning experience using workbooks and videotapes (or ISG's!)</u></i></p>
<p>13</p> <p>In our Reading for Tonight... Interactivity: From Agents to Outcomes—Wagner pp 19-26 (see pdf)</p> <p>What is the “exciting emergence of new media” as noted by Dede?</p> <div data-bbox="524 1171 860 1308" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> See page 7 of the ISG3 to write down the four new media experiences. </div>	<p>On Page 20...What is the difference between:</p> <p>Interaction: _____</p> <p>_____</p> <p>_____</p> <p>Interactivity: _____</p> <p>_____</p> <p>_____</p>
<p>14</p> <p>The Learner Interaction Model LEARNER-Instructor Interaction</p> <p>The physical distance in DL hinders the relationship between instructor and learner.</p> <p>Mutual involvement remains vital to sound instructional process</p>	<p>Another idea: <u>Moore's interaction schema (as shown in our Powerpoint) does not really describe the intended outcomes of these interaction categories. Instead it identifies the agents involved in or affected by a given interaction. In other words, it describes with whom--or with what--interactions will occur, within the context of a specific distance learning transaction.</u> p 21.</p>
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<p>The Learner Interaction Model</p> <p>The Distance Learning Instructor...</p> <ul style="list-style-type: none"> • Stimulates, motivates and maintains interest. • Provides counsel, support and encouragement. 	<p>Chris Dede (1997) cites the recent emergence of four types of media that will have an impact on distance learning:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>16</p> <p>Attempt to get a new car for your spouse...It'll be a great trade!</p>	<p>Our readings author outline various forms of interaction outcomes that should be considered, especially in terms of instructional design techniques.</p> <p>See pages 22 -25.</p> <p>A. <u>Participation</u> _____</p> <p>B. <u>Engagement</u> _____</p> <p>C. <u>Communication</u> _____</p> <p>D. <u>Feedback</u> _____</p> <p>E. <u>Elaboration and Retention</u> _____</p>
<p>17</p> <p>The Learner Interaction Model</p> <ul style="list-style-type: none"> • Interaction to Increase <ul style="list-style-type: none"> – Participation – Communication – Feedback – Enhance elaboration and retention – Support Learner Control – Motivation 	<p>F. <u>Self-Regulation</u> _____</p> <p>G. <u>Motivation</u> _____</p> <p>H. <u>Understanding</u> _____</p> <p>I. <u>Teambuilding</u> _____</p> <p>J. <u>Discovery</u> _____</p> <p>K. <u>Exploration</u> _____</p> <p>L. <u>Understanding</u> _____</p>
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<p style="text-align: center;">The Learner Interaction Model</p> <p>Interaction to Increase: (Cont.)</p> <ul style="list-style-type: none"> – Negotiation of Understanding – Team Building – Discovery – Exploration – Clarification and Understanding – Closure <p>19</p>	<p>An understanding of the levels and definitions of interaction is important in exploring the concept of dialogue in learning environments; however, it is when we move beyond a clinical observation of how people interact that the question of why they interact in a particular way emerges. How aspects of power, culture, ethnicity, and gender come into play in the classroom or online will impact our understanding of our observations. Also, variables related to personality styles need consideration, as well as issues of a person's field independence/dependence.</p>
<p style="text-align: center;">The Learner Interaction Model</p> <p>Moore (1989) describes four roles assumed by the instructor:</p> <ol style="list-style-type: none"> 1. To make presentations 2. To organize the application of what is being learned <p>20</p>	<p><u>Comment of the following concepts that impact dialogue and interaction:</u></p> <p>Power _____</p> <p>_____</p> <p>_____</p> <p>Gender/Ethnicity _____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">The Learner Interaction Model</p> <ol style="list-style-type: none"> 3. Simulation of eye contact with students through vigilant eye-camera contact 4. Acknowledgement of sites and students by name <p>21</p>	<p>Culture _____</p> <p>_____</p> <p>_____</p> <p>Social Presence _____</p> <p>_____</p> <p>_____</p> <p>(A peculiar phenomenon regarding Chinese Students has occurred in distance learning interaction expectations--what do you think it might be?)</p>

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<p style="text-align: center;">The Learner Interaction Model The “Human Touch” and “Director of Learning”</p> <p>A. Natural speech, emotions, and projection of personality B. Demonstration of competence with technology</p> <p>22</p>	<p>“Do we develop “mystical views” of our online peers and build mental images of who they are, much as we do when we read a good novel?”</p> <p><u>Five reasons why interaction (may be) is important:</u></p> <ol style="list-style-type: none"> <u>1. Interactivity differentiates a course from independent, self-directed study.</u> <u>2. Interactivity maintains the community of discourse.</u> <u>3. It helps define and re-construct the body of knowledge.</u> <u>4. It provides feedback crucial to the development of community and critical thinking.</u> <u>5. Interaction serves to stimulate and motivate.</u>
<p style="text-align: center;">The Learner Interaction Model The “Human Touch” and “Director of Learning”</p> <p>C. Use of humor D. Appropriate dress and gestures E. Organization and flow of information F. The pacing of the information presented</p> <p>23</p>	<p>While these factors are important in expanding critical discourse around a subject, maintaining motivation of the learner, and providing feedback on individual thoughts, they do not address the fundamental question of whether interaction in the classroom or in distance education (classrooms) is necessary for learning to occur.</p>
<p style="text-align: center;">The Learner Interaction Model The “Human Touch” and “Director of Learning”</p> <p>G. Orchestration of the learning process</p> <p>24</p>	<p>It can be argued that meeting learning outcomes is mainly a result of good instructional design; if self-assessment and feedback are built into the structure, learning outcomes similar to classroom experiences are observed.</p> <p>Therefore, <u>what is it about the construct of verbal interaction in the classroom and written interaction online that compels us to feel they are essential?</u> Part of the answer probably resides with how we define learning, the nature of the content, and the type of cognitive skill (as defined by Bloom’s Taxonomy) required.</p>


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<p style="text-align: center;">The Learner Interaction Model The “Human Touch” and “Director of Learning”</p> <p>H. Instructional strategies employed I. Role plays, simulations, case studies, games, laboratory activities, demonstrations, panel discussions</p> <p>25</p>	<p>Can learning outcomes be met without interactions?</p> <p>Adult learners who are highly motivated, self-directed, and autonomous learners, and who have real world experience, are likely to meet their learning objectives despite limited dialogue.</p> <p>Practical Applications in Distance Education Interaction Research:</p> <p>1. Analyze how interactions assist the learner in meeting the instructional objectives and learning outcomes. Experiences should be meaningful and authentic.</p>
<p style="text-align: center;">The Learner Interaction Model The “Human Touch” and “Director of Learning”</p> <p>J. Incorporation of practice with feedback to fine tune and extend learning K. Practice-Practice-Practice</p> <p>26</p>	<p><u>2. Meaningful interactions and dialog may maintain the flow of a class environment, not all are related to content and learning outcomes. Example: If students are simply posting (to an email or threaded discussion) with a complete cycle of interaction occurring, then this is not interaction in terms of being a continuous and reciprocal event.</u></p> <p>3. The characteristics of many online learners are those of adult learners. They are self-directed autonomous learner with professional and personal lives. Adult students bring a different set of values. Anytime access and flexibility may be important, their primary concern is usually with the thoughts and insights of the instructor. Thus, taking parts in asynchronous chats and wading through postings and readings from other students may not be the most appropriate design strategy. No busy work!</p>
<p style="text-align: center;">The Learner Interaction Model LEARNER-Learner—Interaction</p> <p>1. Relationship between students in your class locally and remote-site students 2. “Faith” in the remote-site facilitator</p> <p>27</p>	<p><u>4. The impact of gender, ethnicity, and culture must be kept in mind when designing interaction strategies.</u></p> <p>5. Distance learning instructors have to balance the levels of readings, learning activities, and interaction activities within each lesson so the amount of time does not overburden us. Well written content, advance organizers, motivational strategies, and self-assessment events should be interwoven into lessons, balancing what the student does and what the teacher expects.</p>

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<p style="text-align: center;">The Learner Interaction Model <i>LEARNER-Learner—Interaction</i></p> <p>3. Classroom control at remote sites must be planned for</p> <p>4. Remote-site facilitator becomes the “eyes, ears, and hands” of the teacher</p> <p>28</p>	<p>Here’s something of interest--only when you have time...good reference materials..</p> <p>Ten Ways Online Education Matches, or Surpasses, Face-to-Face Learning</p> <p>http://ts.mivu.org/default.asp?show=article&id=1059</p> <p>How good is online education? Debate about the relative quality of Internet-based courses has raged almost since the advent of this new teaching and learning medium. The answers are being settled rather conclusively at this school and 18 other community colleges sharing courses in the New Jersey Virtual Community College Consortium</p>
<p style="text-align: center;">The Learner Interaction Model <i>LEARNER-Learner—Interaction</i></p> <p>5. Remote-site facilitators give directions and assist with classroom behavior</p> <p>6. Instrumental in providing opportunities for enriched interaction</p> <p>29</p>	<p>Here is something else that is pretty neat!</p>  <p>http://www.presentersuniversity.com/</p> <p>Here you’ll find lots of FREE stuff to put Wow! in all your presentations. Try free presentation software and download any of our many free PowerPoint templates or Corel masters. Read hundreds of articles from presentation experts, purchase the latest presentation books and even Ask the Professor your most perplexing presentation software questions.</p>
<p style="text-align: center;">The Learner Interaction Model <i>LEARNER-Learner—Interaction</i></p> <p>Usually it is the instructional strategies, not the essential skills and knowledge, that need to change when converting a traditional classroom course to a distance learning course.</p> <p>30</p>	<p>Are you a registered Utah Educator at UEN. Check it out at...</p> <p>http://www.uen.org/educator/ or http://my.uen.org/myuen/MyUen</p> <p><u>Do you have your MyUEN site? Hope so. You need it to fulfill the requirements of this class if you want to receive the Distance Learning Endorsement. It takes about 5 minutes to do it if you haven’t all ready. See http://my.uen.org/myuen/MyUen if you haven’t done this.</u></p>


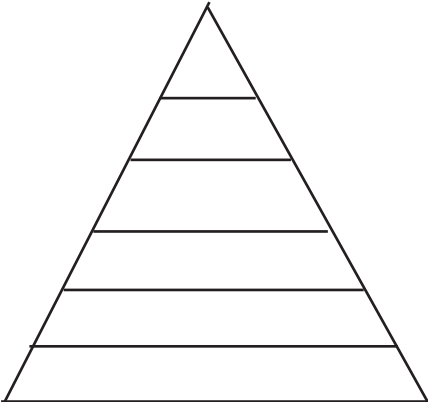
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<p style="text-align: center;">Hard work pays off in the future. Laziness pays off now!</p> <p style="text-align: center;">31 End of Powerpoint</p>	<p><u>“Without the proper use of sequence, pace, and feedback, the learner perceives little control over the learning environment, and without other means of timely interaction with the instructor (e.g. by phone, fax, email, office visits, etc.) the psychological distance may feel immense.”</u></p> <p>“We need to judge the value of interactions and not the quantity of interactions.”</p>
<p>Activity #4: The Teddy Bear Classroom.</p> <p>15 minutes</p> <p>Using a large Teddy Bear and 10 smaller Teddy Bears (yes, I know, this sounds weird...but what they hey! let's try it!) Ask for 2 volunteers to create a TYPICAL classroom by placement of the Teddy Bears.</p> <p>Question: Ask a volunteer to describe what they have done. What are the “students” doing? What is the primary function of the “students” in the type of classroom.</p> <p>Write your answer here: _____</p> <p>_____</p> <p>Now...have a second group come up and arrange the Teddy Bears into an ACTIVE classroom.</p> <p>Question: Explain the instructor/student configuration. _____</p> <p>_____</p> <p>What are the implications for teleteaching? _____</p> <p>_____</p> <p>Now...have a third group come up and arrange the Teddy Bears into a TELECLASSROOM</p> <p>What are the implications for the instructor now? _____</p> <p>_____</p> <p>_____</p>	<p><i>Unless noted otherwise, the quotes and references in this ISG3 were found at:</i></p> <p><i>Interaction in Distance Education. Special Report: Volume 2, No. 1. Rick Shearer. Atwood Publishing. Distributed by</i></p> <div data-bbox="998 987 1396 1081" data-label="Image"> </div> <p><i>http://store.distance-educator.com/product_info.php?cPath=68&products_id=83</i> <i>(Unfortunately this reprint is \$35.00, however, it is one of the best articles written on Interactivity in the classroom.</i></p>

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<p>#2. Video: Online Education: 60 Minutes documentary. 15 minutes long</p> <p>One of the instructors in this video makes a good case not to have distance learning classes. What do you think?</p>	
<p>#5, 6, 7. Interaction Discussion of Bloom's Taxonomy on the Elmo. Chalk Talk!</p> <p style="text-align: center;">K C A A S E</p> 	<p><u>Can you give a brief explanation of Bloom's Taxonomy?</u> Yes? Good....</p> 
<p># 8 PDF Handout for Class: The editor of our textbook, Thomas Cyrs, published another text called: Teaching at a Distance With Merging Technologies, An Instructional Systems Approach. It is noted as a reference text.</p> <p>The handout is called "<i>Engaging Students at Field Sites</i>, Tom Cyrs. 30 pages. It is long but has a great list of many types of activities that can be used in the distance learning classroom. Be sure to make a copy of it and keep it with you in this class. We will refer to it.</p>	<p>Write it out or make a sketch of the concept.</p>

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<p>Activity #11. If time allows. Each site will have a 2-4 minutes presentation developed from the Cyrs reading; “Engaging Students at Field Sites.” This is something you can have some fun with. Feel free to use the ELMO at your site. Your topic of interest doesn’t have to be a serious academic subject; but it could be.</p> <p>Be sure to pay attention to the students presenting at other sites. This is common courtesy and is essential in a good distance learning classroom...part of classroom management. I have high expectations of my students!</p>	

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<p>#9 PDF Reading (When you have time....low priority--reference only) Several years ago, a Utah Educator, Jeannie Farr, in her work on a Master's Degree at U of U, wrote a paper on Interaction. It is called Interactivity Research Report Farr, 18 pages. It sounds like a lot to read, but it isn't. Good material.</p> <p>Today, Ms. Farr is a highly energetic and creative teacher who has developed a pilot project to accelerate gifted students to complete their high school education by 9th grade and begin their college work considerable earlier than their peers.</p>	
<p>#10 Internet Reading: <i>Interactivity as a Predictor of Student Success in a Satellite Learning Program</i>, Van Haalen and Miller.</p> <p>http://www.ed.psu.edu/acsde/deos/deosnews/deosnews4_6.asp</p> <p>In 1992-1993 your instructor left Utah for a sabbatical leave to teach for the Federal Distance Learning project called STAR Schools. The STAR/Step program was, and still is, an ambitious program of 6 different classes taught each day over satellite to students throughout the Northern Hemisphere. Primarily students in the Northwest and Alaska.</p> <p>In preparing to teach a Physics class to Native American children in Alaska via satellite, we set out to understand the role of interactive techniques in a 1-way video, 2-way audio satellite class that was totally synchronous. Getting materials to these students (papers, lessons, quizzes, etc.) was a unique challenge, when typical "snail mail" would take 2-4 weeks from Spokane to Indian villages scattered throughout Alaska as well as high school locations in Idaho, Washington, and Oregon. We also pioneered a technique of broadcast faxing utilizing a multiplex signal delivered over satellite--no phone lines. Keep in mind this was 12 years ago!</p> <p>We set up a pre and post test survey of our students for content and attitudes towards science. The tests were done eight months apart. The results are rather unusual. Read more to find out.</p>	

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<p>#12. Paper/Presentation...Distance Learning Issue. Be sure to check out the syllabus on this paper or presentation. If you choose to do the paper over a presentation, then follow the directions to complete the paper. (10 points) Due date: 1/26/2005or 2/02/2005 (Posted or Presented in Lesson: 3 or 4)</p> <p>Description: Does copyright in distance education intrigue you? How about some aspect of instructional design or cognition such as testing students at a distance? Here's the chance to dig in and wrestle with a distance education question or issue of interest to you and relevant to your subject area and/or the grade level you teach. The purpose of this assignment is to get you to grow in your understanding of a particular distance education topic. Working by yourself, you will research the topic and write a documented paper that synthesizes your findings in a paper or prepare a 2-3 minute EDNET presentation (synchronous) or WebCT Presentation (asynchronous) of equal status or rigor.</p> <p>Directions</p> <ol style="list-style-type: none"> 1. Select a topic of interest to you. The topic must relate to a teaching or learning issue; it is acceptable to select an issue that deals with the sociological, psychological, and cognitive aspects of distance teaching or learning including instructional design, implementation, or administrative issues. You may approach the topic from the perspective of the learner or the teacher and any number of settings and audience levels. In the tradition of "Jeopardy", state your topic in the form of a question. For example, I've asked myself (and answered): How do colleges and universities reward faculty for distance teaching? 2. Contact the instructor by email or phone to talk about and focus your issue, and to obtain approval to pursue it. (This step is mandatory.) 3. Gather information and review literature on your topic using standard library sources as well as the Internet and through personal communication. Draw mostly on scholarly rather than popular sources. After some preliminary research, revise your topic if necessary. 4. In a paper of no less than 6 double-spaced pages, write a synthesis of what you have discovered about your topic: How do you now answer the question that you posed? Feel free to approach the presentation of your findings in other than a term/research paper treatment. One way might be to research, write, and present your findings in the form of journal that would show your journey from initial question through inquiry, exploration, discovery, and resolution. Of course, this approach would be ongoing and longer than six pages (though the entries themselves would likely be brief and informal); you would write responses and reflections from the beginning. A journal would be a formative document with questions asked and answered along the way rather than a summative document. 5. Your paper must include the following: <ol style="list-style-type: none"> a. Initial statement and description/definition of the issue and its context. b. References to the current thinking of others with respect to the issue. c. Your response to the topic: Where do you stand? How do you see it? How do you resonate with the issue after your inquiry? d. A list of resources to which you referred in the paper. Have a minimum of 6 references with at least 3 that are scholarly (located through scholarly sources such as indexes, abstracts, databases, or other scholarly articles). Try to find at least 1 that is data-based (i.e., reports the results of research). <p>If you choose NOT to write a paper, then a presentation in Synchronous (2-3 minutes on EDNET) or Asynchronous (any length you want using WebCT or other method) mode would be appropriate. The expectation would be that a presentation would be of equal difficulty (rigor) as a paper. Be sure to contact the instructor several days before class to arrange for some time for presentation in the class over EDNET. Pay close attention to our schedule.</p>	

Date Jan 30, 2006

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	<p>#13 Technology Application Paper...Due no later than 4/20/2005. Start planning what you would like to research and investigate for this paper. See the syllabus for more information.</p> <p>#14. Threaded Discussion Topic of The Week: Nate will post a question about interaction concepts, or something on Bloom's Taxonomy. We'll leave that for him to figure out! Please post at least one response to his question. Feel free to read other folks' responses as well and comment on them, but don't get carried away with responding to everybody's responses!</p> <p>#15. EDNET Newsletter Reading: EDNET Newsletter Reading: 12/15/2004 The Promise, Reality and Maturity of E-Learning Standards. http://www.uen.org/News/article.cgi?category_id=6&article_id=1207 Many of our readings may be found on the EDNET newsletter site. This particular website is maintained for Utah's distance learning community. Feel free to send me a comment or a story you've read that you think others would like to read, and I will post it. This is NOT required.</p> <p>#16. Quiz #1. The quiz will be available from 1/30/2006 through 2/5/2006 The topics included on the right hand side of our ISG #3 would be excellent material to review for this quiz. Each quiz will have 5 Multiple Choice Questions. If you cannot access the quiz online on our Vista web page, please contact George immediately. A word document can be sent to you to use instead. Just bold the answers and email the quiz back to George. You will only get one try at it though, where the online version can have you try the quiz 3 or 4 times and take your best score. All of the quizzes have 5 questions with only one right answer..</p>